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ABSTRACT

The Des Moines (Iowa) Independent Community School District Chapter I Reading Program served 1,850 students in grades 2-9. Chapter I students displayed gains between pre- and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. The total population of Chapter I students who completed both a pre and posttest achieved a gain of 5.6 NCEs in vocabulary and 7.8 NCEs in reading comprehension. While these gains were sufficient to achieve objectives with the criterion level applied to the entire population, variance in the amount of achievement by grade level was observed. It was recommended that the Chapter I staff should examine the variance in achievement levels particularly at grades six, seven and eight where lower gains were noted. Chapter I students attained mastery of over 85% of the reading objectives that were introduced to them through individual educational plans. Data submitted indicated that Chapter I teachers exerted a considerable amount of effort in contacting parents of the students they served. During the 1982-83 school year, class lists, attendance records and parent contact data were entered into the Chapter I computer data bases for the first time. While a few problems in the data output occurred, it appears that the majority of these have been solved. (Author/BW)

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REPORT OF EVALUATION

Chapter I Reading Program

1982-83

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Department of Evaluation and Research
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TM 830 752

Approved by:

Morris D. Wilson, Ph.D.
Director of Evaluation and Research

September 22, 1983

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DEPARTMENT OF EVALUATION AND RESEARCH
EVALUATION ABSTRACT

September 22, 1983

PROJECT TITLE: Chapter I Reading Program
COORDINATORS: Marilyn Miller, Elementary
Anita Jones, Secondary
PROJECT STAFF: 1.59 - Coordinators (1.0 elementary, .59 secondary)
46.25 - Reading Teachers (38.25 elementary, 8.0 secondary)
1.3 - Secretary (1.0 elementary, .3 secondary)
49.14 - Total Fulltime Equivalent Staff
OPERATIONAL SITES: Elementary Schools: Brooks, Cattell, Edmunds-Jefferson, Findley, Garton, Howe, King-Perkins, Longfellow, Lucas, Madison, McKinley, Monroe-Rice, Moulton, Oak Park, Phillips, Stowe, Wallace, Washington, Willard
Junior High Schools: Callanan, Douglass Learning Center, Harding, Hiatt, Weeks
Senior High School: Des Moines Technical
Nonpublic Schools: All Saints, Holy Family #1 (St. Peter), Holy Family #2 (St. John), Holy Family #3 (Visitation), St. Anthony
POPULATION SERVED: 1,850 students in grades 1-10 (computed by multiplying number of teaching positions by designated student load for each position)
FUNDING: Source: Chapter I, Education Consolidation and Improvement Act
Amount budgeted: $1,419,321.69
Amount expended: $1,395,985.54
Cost per pupil: $754.59 (based on 1,850 students)

COMMENTS:

1. Chapter I students displayed gains in vocabulary and reading comprehension between pre and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Scores on these tests are reported using a metric known as the Normal Curve Equivalent (NCE). This is a scale statistically similar to the percentile rank scale. Further description of the scale may be found in the full report of evaluation for this program. The total population of Chapter I students (grades 2-9) who completed both a pre and posttest achieved a gain of 5.6 NCEs in vocabulary and 7.8 NCEs in reading comprehension. These gains were large enough to attain the criterion specified in the program objectives.

2. Chapter I students attained mastery of over 85 percent of the reading objectives that were introduced to them through individual educational plans.

3. Data submitted indicated that Chapter I teachers exerted a considerable amount of effort in contacting parents of the students they served. Beginning in the 1983-84 school year, Chapter I teachers will assume additional responsibilities in the parent involvement area as the separate component previously handling some of the activities ceases to exist.

4. During the 1982-83 school year, class lists, attendance records and parent contact data was entered into the Chapter I computer data base for the first time. While a few problems in data output occurred, it appears that the majority of these have been solved. During the 1983-84 school year, the Department of Evaluation and Research will continue to work with Chapter I staff in an attempt to reduce data entry and output problems and reduce the time required by Chapter I teachers to prepare data for submission.

RECOMMENDATIONS:

1. While the gains exhibited by students on the ITBS/ITED during the 1982-83 school year were sufficient to achieve objectives with the criterion level applied to the entire population, variance in the amount of achievement by grade level was observed. The Chapter I staff should examine the variance in achievement levels particularly at grades six, seven and eight where lower gains were noted. Results of this examination should be used in future program planning.

2. The program objective concerning performance of first grade students on the Systematic Approach to Reading Instruction management system should be rewritten to specify an exact number of pre/post tests that students must pass in order to achieve the objective.

3. Attendance data for non-Chapter I students at program buildings should be obtained during the 1983-84 school year. This is necessary in order to compare attendance of Chapter I students to that of non-program students at Chapter I buildings. The Department of Evaluation and Research will insure that this data is obtained at a time when it is easily accessible from the computer.

A copy of the complete Evaluation Report is available upon request from the Department of Evaluation and Research, 1800 Grand Avenue, Des Moines, IA 50307-3382.

I. PROJECT DESCRIPTION

The initial Title I Reading program was approved by the Iowa Department of Public Instruction in 1966 and implemented during the 1966-67 school year. At that time, students were screened to identify those with special needs and Chapter I teachers were employed to provide supplemental reading instruction in regular language arts classrooms or in Chapter I reading laboratories. In 1981 by an act of Congress the program received funding under the "Education Consolidation and Improvement Act of 1981" and is now referred to as Chapter I.

In February, 1981, the National Dissemination Review Board awarded exemplary status to the Des Moines Chapter I program (Grades 1-6). This status indicates the program was effective in providing compensatory reading services and that it could be used as a model by other school districts to develop similar programs.

Significant numbers of students have continually indicated a need for special reading instruction based on performance on the Systematic Approach to Reading Improvement (SARI) performance objectives and the Iowa Tests of Basic Skills. During the 1982-83 school year, the district's Chapter I Reading program employed a fulltime equivalent staff of 46.25 teachers and 1.50 coordinators in response to these needs. This staff served 22 public elementary schools, 5 public junior high schools, 1 public senior high school and 5 nonpublic schools, Grades 1-10.

Criteria for Student Selection

Students were identified for Chapter I Reading instruction according to their level of achievement on the vocabulary and reading comprehension pretests of the Systematic Approach to Reading Improvement (SARI)

management system for students in grades two through six, according to their placement in the Strategies in Early Childhood (SIEC) Management System, classroom observation, the Metropolitan Readiness Test, or a combination of these methods for students in grade one. Secondary students were selected according to levels of placement on SARI or instructional level in the basal reading program. Classroom teachers referred for individual screening additional students who scored above the criterion level on the SIEC or SARI tests but were believed to be in need of Chapter I services as well as students who qualified according to the SIEC or SARI placement but whose actual need for services was questioned. The SARI word recognition test (level two) was used to further screen students in grade one, while the Spache Diagnostic Reading Scales was used to screen students in grades 2-10.

Ultimately, students displaying the greatest number of diagnosed deficiencies were selected for the project. Priorities were established by grade level for providing service based on a local needs assessment. Students were served based on the following prioritized order of grade levels: 2-3-4-1-5-6. In the secondary program, the grade level order on the same basis was 7-8-9-10.

Major Methods and Activities in the Instructional Program

Before planning individualized reading programs for Chapter I identified students, teachers selected tests to diagnose individual reading deficiencies in addition to those used in the identification process. One or more of the following instruments might have been used:

Informal Reading Inventory
Durrell Listening Test
Spache Diagnostic Reading Scale
Informal Phonics Survey
Botel Reading Inventory
Ekwall Reading Inventory

On the basis of diagnosed skill deficiencies, Chapter I teachers developed individual educational plans for each student. A variety of methods and materials were employed to supplement the reading instruction offered by regular classroom teachers. In Grade 1, the Strategies in Early Childhood Development objectives were followed until the student completed the auditory verbal and visual verbal objectives. When the student was ready for formal reading instruction, the SARI management system was used. This system consists of performance objectives with criterion referenced tests. For Grades 7-9, the district's basal reading objectives were used.

Organization for Instruction

Chapter I Reading teachers instructed small groups of students for a minimum of 100 minutes per group weekly, depending on the grade level and building. Teachers served students in groups not exceeding five pupils at the elementary level or an average of eight pupils at the secondary level. Each teacher instructed a maximum of 40 students daily.

Elementary students received direct reading instruction from both the classroom and Chapter I teachers. Instruction by the Chapter I teacher took place either preceeding or following that provided by the classroom teacher and occurred either in the classroom or a designated reading area.

Secondary Chapter I reading students received reading instruction in reading laboratories in addition to regular attendance in district English and reading classes. They were scheduled into Chapter I classes from their study halls, home study or classes other than English, language arts or district reading.

Chapter I Reading teachers planned with the classroom teacher for the purpose of prescribing and implementing instruction and evaluating the progress of students. Elementary reading teachers had an hour per day of planning time, one-half of which was before or after school. In addition, Chapter I Reading teachers were allowed one-half day of released time each week to visit homes and classrooms and to attend inservice meetings.

Secondary Reading Laboratories

Secondary reading teachers met students in a reading laboratory. Students could be referred to a laboratory by building administration, counselors, teachers, parent/guardian or through self-referral.

The secondary Chapter I teachers formally and informally diagnosed reading skill deficiencies of students and consulted with the secondary coordinator who made an assessment as to further diagnostic processes needed to implement an individually prescribed program for each student. The major purpose of the laboratory is to take students not functioning appropriately in academic achievement and/or behavior in the secondary school and develop a program for them which leads to full participation in the regular school program.

Parent Contact and Participation

An important component of the Chapter I program involved making a sustained effort to communicate with and involve parents. To accomplish this, Chapter I personnel were expected to do some of the following:

1. Make home visits;
2. Invite parents to visit their son's or daughter's Chapter I class;
3. Invite parents to conferences and open house functions;
4. Invite parents to participate in Parent Advisory Council; and
5. Invite parents to participate in proposal development.

To accomplish personal contact, Chapter I teachers were released from their instructional duties one-half day per week to confer with parents or arrange for conferences with parents.

Support Programs and Services

A number of supportive programs, services and personnel are available and utilized to enhance the Chapter I student's chances of success. Some of these services/personnel include the following:

1. Supervisor of Reading, Des Moines Independent Community School District
2. English as a Second Language program
3. New Horizons program
4. School nurses, psychologists, social workers and speech clinicians
5. Special education programs
6. Heartland Area Education Agency services

II. BUDGET AND EXPENDITURES

Figure I lists the budgeted and expended funds for the Chapter I Reading program for the fiscal year 1982. The figures are summarized from data provided by the Supervisor, Chapter I programs (see Appendix A).

FIGURE I

Chapter I Reading Program
Budget and Expenditures
(as of June 27, 1983)

Category	Amount Budgeted	Amount Expended
General administration	$ 53,176.55	$ 48,311.71
Professional salaries	1,028,975.10	1,025,506.10
Classified salaries	12,561.08	12,561.08
Fixed charges	215,656.00	215,656.00
Indirect charges	38,172.00	38,172.00
Evaluation	25,403.92	25,403.92
Parent involvement	36,054.59	22,630.77
Materials and supplies	3,790.00	3,585.03
Professional services	3,200.50	2,751.71
--Inservice		
--Travel for conferences		
Telephone	969.90	737.59
Mileage	1,362.05	609.63
Total	$1,419,321.69	$1,395,985.54

The budget figures submitted for the secondary Chapter I program included data for both the reading and math programs. In order to enable reporting of dollars budgeted and expended for the entire reading program; i.e., elementary and secondary, the secondary reading dollars were computed for each line item as 59 percent of the total for secondary reading and math. While figures reported using this system may not be totally accurate, it was discovered that the secondary reading program comprises about 59 percent of the total secondary program based on staff assigned.

As can be seen from Figure I, expenditures for Chapter I Reading totaled $1,395,985.54, approximately 98.4 percent of the amount budgeted. Cost per pupil for the 1,850 pupils was approximately $754.59.

III. RESULTS OF EVALUATION

The evaluation of the Chapter I Reading program was based on 17 key performance and process objectives selected from the project proposal submitted to the Iowa Department of Public Instruction. Several other objectives were monitored by the program coordinators but are not discussed in this report. Several revisions were made in the program objectives during the year. These revisions mainly involved changes in the criteria on student performance measures in response to a recommendation contained in the 1981-82 evaluation report. This report will provide evaluation of the objectives as revised.

Accountability files were prepared to facilitate the collection of documentation for program objectives. The Chapter I Program Evaluator monitored the receipt of documentation on a monthly basis during the school year. In this report of evaluation, each objective monitored is quoted followed by narrative concerning attainment of the objective.

Administration Process Objective

Elementary Principals

III B 2. By November 30, 1982, the elementary principals shall monitor the activities of the reading teachers and classroom teachers by classroom visits to assure that Chapter I students are receiving direct reading instruction from the classroom teachers as well as from Chapter I staff.

DOCUMENTATION: report of supervision of the Chapter I program submitted by December 3, 1982, to the Executive Director of Elementary Education (public) or the Superintendent of the Des Moines Diocese (nonpublic).

A copy of the Principal's Report of Chapter I Supervision appears in Appendix B. This form was designed to assist in monitoring the requirement of coordination between instruction provided by the classroom and Chapter I teacher. The form requests that the principal list

each classroom teacher who instructs Chapter I students, and the date and time of his/her observation of the classroom. During or following the observation the principal indicates whether or not direct instruction is being provided to Chapter I students in the classrom and whether there is evidence of joint planning between classroom and Chapter I teachers. Space is allotted for comments should the principal care to make any. Both public and nonpublic school principals were asked to submit an observation form by December 3, 1982. The public school principals submit the form to the Executive Director of Elementary Education while the nonpublic school principals forward a copy to the Superintendent of Schools, Diocese of Des Moines.

Copies of this were received by the elementary department from all Chapter I principals in elementary buildings. It appeared from the observation dates on the forms that the visits to the classrooms required to complete the forms were made by the date specified in the objective although several of the forms were submitted after December 3, 1982. Comments and checkoffs on the forms by principals indicated an absence of discrepancies on the items monitored. This objective was achieved.

Student Performance Objectives

III A 1. At the end of the instruction year, Chapter I students, grades 2-10, enrolled in the reading program for at least 80 days will demonstrate an increase in the mean percentile rank from pre to posttest on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, grades 2-8 and the Iowa Tests of Educational Development grades 9-10.

DOCUMENTATION: ITBS/ITED scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

Table 1 reports the average percentile rank for students completing the reading subtests of the Iowa Tests of Basic Skills (grades 2-8) or Iowa Tests of Educational development (grades 9-10). Only those students who completed both a pre and posttest are included.

TABLE 1

Iowa Tests of Basic Skills/Iowa Tests of Educational Development
Pre/Post Reading Results - Percentile Rank
Grades 2-10

Grade	Test	N	Vocabulary			Comprehension		
			Pre	Post	Gain	Pre	Post	Gain
2	ITBS	311	23	42	19	23	50	27
3	ITBS	186	18	28	10	18	31	13
4	ITBS	124	23	28	5	26	34	8
5	ITBS	108	17	22	5	21	26	5
6	ITBS	127	20	23	3	20	26	6
7	ITBS	119	21	23	2	23	24	1
8	ITBS	59	21	16	-5	20	20	0
9	ITED	34	NO SUBTEST			13	28	15

As shown by Table 1, students showed an increase in percentile rank from pre to posttesting on the ITBS/ITED at each grade level with the exception of grade eight. At grade eight, the average percentile rank fell five percentage points from pre to posttesting on the vocabulary subtest and remained constant for the reading comprehension section. Students in grades two and three who took the Primary Battery ITBS showed the largest gains in both vocabulary and reading. Second grade students gained nineteen and twenty-seven percentage points in vocabulary and reading respectively while third grade students gained ten and thirteen. Student performance on the ITBS/ITED is discussed further under Objectives III A 2 through III A 5.

III A 2. At the end of the instruction year, Chapter I students, grades 2-10, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and reading comprehension subtests of the Iowa Tests of Basic Skills, grades 2-8, and the Iowa Tests of Educational Development, grades 9-10, such that the average gain in NCEs will be at least 6.0.

DOCUMENTATION: ITBS/ITED scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

Table 2 indicates pre and posttesting results of Chapter I Reading students on the Iowa Tests of Basic Skills or Iowa Tests of Educational Development in Normal Curve Equivalents or "NCEs" for each grade level.

Briefly, the NCE is one of several measurement scales that may be used in reporting test results. While no measurement scale is flawless, several properties of the NCE scale make it a better device than previously used metrics, such as the grade equivalent or even the percentile rank. The advantage of NCEs is that the scale has the same end and midpoints as the percentile rank scale (1, 99, 50) yet also has arithmetic properties. This means that the difference between 20 and 24 NCEs has the same meaning as a difference between 10 and 14 NCEs. On the percentile rank scale, intervals such as this may or may not be equal and at some points on the scale are definitely <u>not</u> equal. The "equal interval" property of the NCE scale assists the Chapter I staff in setting goals for achievement levels.

TABLE 2

ITBS/ITED Pre/Post Results (NCE)
Vocabulary and Reading Subtests
Grades 2-10

Grade	Level/Test	Vocabulary				Reading			
		N	Pre	Post	Gain	N	Pre	Post	Gain
2	7 - ITBS	311	34.5	45.6	11.1	311	34.7	50.0	15.3
*3	8 - ITBS	186	30.8	37.7	6.9	186	30.6	39.4	8.8
4	10 - ITBS	124	34.4	37.5	3.1	124	36.8	41.3	4.5
5	11 - ITBS	108	29.9	34.0	4.1	108	32.7	36.5	3.8
6	12 - ITBS	127	32.2	34.5	2.3	127	31.9	36.2	4.3
7	13 - ITBS	119	32.9	34.2	1.3	119	34.6	35.3	0.7
8	14 - ITBS	59	33.2	29.4	-3.8	59	32.2	31.9	-0.3
9	I - ITED	NO VOCABULARY SUBTEST				34	26.6	37.4	10.8
2-10	Weighted Average	1034	32.8	38.4	5.6	1068	33.3	41.1	7.8

*Students at Phillips, All Saints, St. Anthony, Holy Family #1 and Holy Family #2 took Level 9 in third grade.

The average gain across grade levels expressed in NCEs was 5.6 in vocabulary and 7.8 in reading comprehension. The average gain was obtained by computing a weighted average for the pre NCE and the same for the post NCE. The difference between the two was the gain. The process of weighting helps to reduce some of the measurement error by taking into account the number of students whose scores produce the average NCE at each grade level. This becomes necessary when the size of the population varies among the grade levels.

Objective III A 2 specifies a gain criterion of 6.0 NCEs across grade levels in vocabulary and reading comprehension. In vocabulary, the gain was 5.6. In reading, students gained 7.8 NCEs. As students fell less than one-half of one NCE below the criterion in vocabulary but exceeded it by nearly two full NCEs in reading, this objective was achieved.

Some patterns in the data in Table 2 appear evident. Students in grades two and three made substantial NCE gains compared to the other levels. Students taking the primary battery respond to the test questions in the test booklet rather than using a separate answer sheet as is done beginning in grade four. While the primary battery of the ITBS is reportedly comparable in difficulty to the multilevel battery, it is not known what effect the format difference might produce. In grades seven, eight and nine smaller gains were reported. Unfortunately interpretation of scores becomes more difficult as the number of students declines. In grades eight and nine the smaller number of students would cause scores of individual students to have a greater impact on the average. This situation makes it more difficult to render interpretation of group performance at these grade levels.

The next three Objectives III A 3, III A 4, and III A 5 further analyze achievement data by looking at various grade levels within the reading program separately. This type of examination was a recommentation that appeared in the 1981-82 evaluation report for Chapter I Reading.

III A 3. At the end of the instruction year, Chapter I students, grades 2-3, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (2-3) in NCEs will be at least 7.0.

DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

Referring again to Table 2, NCE gains for students in grades 2 and 3 were quite substantial. Second grade students gained 11.1 and 15.3 NCEs in vocabulary and reading comprehension respectively while third

grade students gained 6.9 and 8.8 NCEs on the two subtests. Pre/posttest scores were available for over eighty-five percent of the second and third grade students served. This objective was achieved.

III A 4. At the end of the instruction year, Chapter I students, grades 4-8, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (4-8) in NCEs, will be at least 3.0.

DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

Students in grades four through eight made the following NCE gains on the vocabulary and reading subtests of the Iowa Tests of Basic Skills:

Grade 4	Vocabulary = +3.1	Reading = +4.5
Grade 5	Vocabulary = +4.1	Reading = +3.8
Grade 6	Vocabulary = +2.3	Reading = +4.3
Grade 7	Vocabulary = +1.3	Reading = +0.7
Grade 8	Vocabulary = -3.8	Reading = -0.3

Table 2 indicates that students in grades 4 and 5 achieved the criterion for this objective (gain of 3.0 NCEs) on both subtests. Students in grade six achieved the criterion on the reading subtest only while grades seven and eight students fell below the criterion on both subtests. Pre/posttest scores were reported for 73.6 percent of the students enrolled in grades 4-8. A smaller number of students served at the intermediate grades naturally generates fewer pre/post matched scores. This factor plus evidence that a slightly lower percentage of those who could have taken both the pre and posttest actually did (73.6 percent compared to 85.2 percent in grades 2 and 3) could have an adverse effect on the scores. Other factors might include the test taking skills and attitudes of students at the secondary level and the relationship of the curriculum to the test instrument. It is

recommended that the Chapter I staff examine these and other possible factors during the 1983-84 school year in an attempt to raise the achievement growth level of secondary Chapter I Reading students. The Chapter I Program Evaluator will assist in this examination if requested.

III A 5. At the end of the instruction year, Chapter I students, grades 9-10, enrolled in the reading program for at least 80 days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Educational Development such that the average gain for grades 9-10 in NCEs will be at least 6.0.

DOCUMENTATION: ITED scores from fall and spring testing submitted to the Director of Evaluation and Research at the end of the project year.

Students in grade nine completed three subtests of the Iowa Tests of Educational Development (Level 1) in order to generate a total reading score. These subtests are literature, social studies (Part II) and natural science (Part II). There is no vocabulary score for students in grade nine as indicated in the objective. The 34 students for whom a pre/posttest score was available represented 66.0 percent of the students served at this level. The 34 students in grade 9 achieved an NCE gain of 10.8 considerably surpassing the criterion specified in the objective. As a pre/post score was available for only one 10th grade student, no data is reported for this grade level.

III A 6. At the end of the instruction year, 60 percent of the Chapter I first grade students enrolled at least 80 days in the reading program will have passed 80 percent of the SARI (Systematic Approach to Reading Improvement) Level 2 pre and posttests.

DOCUMENTATION: SARI scores submitted to the Director of Evaluation and Research with the May accountability data.

Reporting forms showing progress of first grade reading students in the Systematic Approach to Reading Instruction (SARI) management system were received from all Chapter I reading teachers instructing first grade students with the exception of the reading teacher at McKinley. It is not known why results were not reported at this building as other records indicate 14 students served in Chapter I Reading at McKinley.

This objective states that 60 percent of the Chapter I students will have passed 80 percent of the Level 2 pre and posttests. In Level 2 of SARI, there are 6 pre/posttests that a student must complete and pass in order to begin Level 3. A student would have to obtain a passing score on at least five of the tests to reach the criterion expressed in the objective. According to the information submitted, a total of 246 or 74.1 percent of the 332 first grade Chapter I students listed had passed at least 5 of the 6 tests in Level 2. Several students had continued on to complete tests in Level 3 or even 4.

It is recommended that this objective be revised during the 1983-84 school year to indicate specifically the number of tests that need to be passed in order to indicate attainment of the objective. It would seem to be advantageous to eliminate the percentage designation as it applies to the number of tests to be passed.

III A 7. At the end of the project year, Chapter I students enrolled a minimum of 80 days will demonstrate mastery of 80 percent of the reading objectives introduced according to each student's educational plan.

DOCUMENTATION: educational plans on file with the reading teachers and the Educational Plan Summary Report, submitted at the end of the year to the program coordinators.

Table 3 indicates mastery of reading objectives introduced to Chapter I students by grade. Teachers recorded this information on a form entitled "Educational Plan Summary Report." The objectives introduced and mastery were also recorded in individual educational plans.

TABLE 3

Reading Objectives Introduced and Attained

Grade	N	Average Number of Objectives Introduced	Percent Attained
1	388	23	85.2
2	376	26	87.8
3	233	25	87.0
4	168	19	85.8
5	145	15	83.7
6	158	15	78.9
7	170	24	83.4
8	88	23	84.8
9	60	23	86.5
10	2	20	100.0
1-10	1788	22	85.6

As shown in Table 3, students mastered 85.6 percent of the objectives introduced. By grade level, the criterion of 80 percent mastery was achieved at all grade levels except grade 6, where the level of mastery was 78.9 percent. Results by building were also tabulated. Chapter I reading students at all buildings attained 80 percent or more of the objectives with five exceptions. It should be noted that these deviations from the criterion are not of the magnitude to cause concern. This objective was achieved.

III A 8. By the end of the project year, students (grades 7-10 public) enrolled in the program for a minimum of 80 days will display a more positive attitude toward learning than they displayed at the time of their entrance into the program.

DOCUMENTATION: pre and post Attitude Toward Learning summary submitted to the Director of Evaluation and Research at the end of the project year.

A copy of the Self-Anchoring Attitude Toward Learning Scale appears in Appendix C. This instrument, developed by personnel at the Heartland Area Education Agency, is designed to assess attitudes toward learning of individuals above grade five. Students rate their attitudes using a ladder scale which allows a rating from one to nine inclusive.

Only students who completed the scale at both administrations (fall/spring) were included in the data. Students at all buildings demonstrated an increase in scores from fall to spring. The overall increase in the raw score for all students was 1.02. The largest raw score increase for students at a single building was 1.93 at Douglass Learning Center. This objective was achieved.

TABLE 4

Self-Anchoring Attitude Scale Results

School	N	Pre Mean	Post Mean	Gain
Callanan	36	7.31	7.94	+0.63
Douglass	13	4.69	6.62	+1.93
Harding	38	5.92	6.97	+1.05
Hiatt	54	6.06	6.94	+0.88
Weeks	44	5.98	6.84	+0.86
Tech	34	6.24	7.68	+1.44
Total	219	6.17	7.19	+1.02

III A 9. By the end of the project year, students (grades 7-10 public) enrolled in the program for a minimum of 80 days will respond positively to the program as indicated by their rate of attendance being equal to or greater than that of all non-Chapter I students in the same schools.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the May accountability data to the secondary coordinator and Director of Evaluation and Research.

Objective III A 9 involves attendance data on students enrolled in the secondary Chapter I Reading program for 80 days or more. Chapter I attendance data is computed based on the number of days a student attended the Chapter I class in relation to the number of days on which the class met. The objective states that this attendance data will be compared to that of non-Chapter I students at the Chapter I buildings.

Unfortunately, the Department of Evaluation and Research was not able to obtain the attendance report indicating non-Chapter I student attendance at Chapter I buildings. This was due to the fact that the request for this information was not instituted at a time when the needed information was accessible via the computer. Steps will be taken to insure that the request for this information is made in a timely manner during 1983-84.

Despite the situation outlined above, it was possible to compare the attendance rate of Chapter I students to the attendance rate of all students at the same buildings. While this was not the comparison intended by the objective as the all student rate would include Chapter I students, it is nonetheless useful as an indicator.

Table 5 indicates the attendance rates as discussed above.

TABLE 5

Secondary Chapter I Attendance Data
(Grades 7-10)

School	Chapter I Students		All Building Students	
	N	Attendance Percent	N	Attendance Percent[1]
Callanan	38	94.9	546	94.0
Douglass	19	77.9	166	73.5
Harding	70	90.0	548	91.7
Hiatt[2]	75	92.3	635	91.8
Weeks[3]	48	90.1	838	92.6
Tech	41	88.6	856	92.0
All Buildings	291	88.2	3589	91.8

[1]Expressed as a ratio of days attended to days of possible attendance.
[2]Building and Chapter I attendance excluding grade six.
[3]Building attendance excluding grades 11 and 12.

Using the means of comparison explained, Chapter I secondary reading students exhibited a slightly lower ratio of days attended/days of possible attendance than did all students at Chapter I buildings. Notable, however, was the fact that at Callanan, Douglass Learning Center and Hiatt, the Chapter I students displayed a better attendance ratio than the all students group. No further comment on data is offered at this time since the tabled data is not a totally accurate reflection of the objective.

Instructional Staff Process Objectives

Instructional Staff

IV B 1. By October 4, 1983, Chapter I Reading teachers will select students in grade one who will receive reading instruction.

DOCUMENTATION: list of students selected for instruction and eligibility checklist submitted to the program coordinator with the Septermber accountability data.

Chapter I teachers selected grade one students for reading instruction by the first week in October as specified in the objective. First grade students are selected using the Strategies in Early Childhood (SIEC) management system, classroom observation, the Metropolitan Readiness Test or a combination of these methods.

During the 1982-83 school year, newly acquired computer software was used to produce student lists. In previous years, class lists had been hand written by each teacher. Unfortunately, some problems within the system made production of an accurate computer student list impossible until March 1983. According to this list, 342 students were selected for reading instruction. It is believed that the problems that were causing generation of inaccurate listings have now been eliminated. As students were selected for instruction by October 4, this objective was achieved.

IV B 2. By September 10, 1982, Chapter I reading teachers will select students, grades 2-10.

DOCUMENTATION: list of students by grade level selected for instruction and eligibility checklist submitted to the program coordinators with the September accountability data.

Student selection for first grade was discussed under the previous objective (IV B 1). Students in grades 2-10 were identified for reading instruction using procedures specified in the proposal. The problems with computer student list generation described earlier applied to students in grades 2-10 as well as to those in grade one.

Table 6 indicates the number of students by grade level and building as of March 1983. This, according to Chapter I personnel, was the time when the first accurate building student lists were produced by the computer. This objective was achieved.

TABLE 6

Number of Students Served
Chapter I Reading

School	Grade Level										Total
	1	2	3	4	5	6	7	8	9	10	
All Saints	--	4	4	--	--	--					8
Brooks	25	11	5	4	3	5					53
Cattell	10	12	3	1	6	4					36
Edmunds	--	--	--	18	16	17					51
Findley	9	9	8	7	2	3					38
Garton	25	32	18	9	11	19					114
Holy Family #1	--	4	8	5	--	--					17
Holy Family #2	6	5	6	2	--	--					19
Holy Family #3	--	--	--	--	--	8	5	7			20
Howe	30	20	9	5	3	12					79
Jefferson	14	27	8	--	--	--					49
King	48	35	22	--	--	--					105
Longfellow	20	9	4	1	3	2					39
Lucas	21	17	8	9	8	9					72
Madison	8	13	2	9	6	--					38
McKinley	14	11	1	8	4	--					38
Monroe	--	--	--	13	10	10					33
Moulton	24	22	19	13	19	11					108
Oak Park	12	16	12	3	4	9					56
Perkins	--	--	--	15	11	14					40
Phillips	11	10	3	6	4	11	7				52
Rice	26	36	15	--	--	--					77
St. Anthony	2	6	4	1	2	1					16
Stowe	2	20	13	4	1	--					40
Wallace	13	17	19	10	10	5					74
Washington	4	2	4	3	7	--					20
Willard	18	28	22	17	13	10					108
Callanan							21	16			37
Douglass L.C.							1	10	10		21
Harding							58	24			82
Hiatt							53	21			74
Weeks						13	24	14	5		56
Tech									36	2	38
All Schools	342	366	217	163	143	163	169	92	51	2	1708

IV B 5. By the end of the first semester, Chapter I Reading teachers will have had personal conferences at home or a place selected by the parent(s) of at least 80 percent of the total number of students (grades 1-6) enrolled in the program for a minimum of 20 days.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accountability data to the program coordinator, the Director of Evaluation and Research and the building principal.

IV B 6. By the end of the first semester, Chapter I Reading teachers will have personal conferences with parents at home or a place selected by the parent(s) of at least 60 percent of the total number of students (grades 7-8) enrolled in the program for a minimum of 20 days.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accountability data to the program coordinator, the Director of Evaluation and Research and the building principal.

IV B 7. By the end of the first semester, Chapter I Reading teachers will have had personal conferences at home, or a place selected by the parent(s) of at least 50 percent of the total number of students (grades 9-10) enrolled in the program for a minimum of 20 days.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the January accounability data to the program coordinator, the Director of Evaluation and Research and the building principal.

Objectives IV B 5, IV B 6, and IV B 7 all concern contact with parents of Chapter I students during the first semester. The data presented in Table 7 and the narrative following provides the evaluation for all three objectives.

TABLE 7

Parent Contacts
Chapter I Reading
1982-83 First Semester

Grade	Number of Students	Percent of Personal Contacts
1-6	1528	84.8
7-8	254	62.6
9-10	61	90.2

During the first semester, Chapter I Reading teachers made a total of 2,303 personal contacts with parents of students served. The program objectives stated that parents of 80 percent of the students in grades 1-6, 65 percent of the students in grades 7-8 and 50 percent of the students in grades 9-10 would be contacted at home or in a place selected by the parents. This implies that the contact could be made through a home visit by the Chapter I teacher or by the parent coming to school for a conference or classroom visit. Letters sent or telephone calls did not count as contacts during the first semester.

Table 7 reports the incidence of parent contact for all three grade levels as defined in the objectives. Data for all students enrolled 20 days or more during the semester were included. As shown by the table, the incidence of parent contact exceeded the criterion expressed in the objective for grades 1-6 and 9-10. The number of contacts with parents of ninth and tenth grade students far surpassed the criterion. Only for students in grades seven and eight was the percent of contacts slightly lower than the criterion. Objective IV B 6 states that the rate of contact for parents of these students would be 65 percent. The data indicates that 62.6 percent were contacted personally -- a level only slightly less than that expressed in the objective.

IV B 8. By the end of the second semester, Chapter I Reading teachers will have had personal conferences at home, school, or by telephone with the parent(s) of at least 80 percent of the total number of students (grades 1-10) enrolled in the program during the second semester for a minimum of 20 days.

DOCUMENTATION: Chapter I Attendance/Parent Contact Report submitted with the May accountability data to the program coordinator, the Director of Evaluation and Research and the building principal.

During the second semester, Chapter I teachers are encouraged to again institute contact with parents. During the spring semester, the definition of personal contacts is modified slightly to include the allowance of telephone calls as personal contacts. The one objective for second semester states that parents of 80 percent of the students enrolled 20 days or more will be contacted. There is no separate criterion for different grade levels -- the 80 percent level applies to grades 1-10.

Data submitted indicated that a total of 2,003 contacts were made during the second semester and that parents of 84.1 percent of the students were contacted.

In summary, Chapter I teachers did an excellent job of maintaining contacts with parents during the 1982-83 school year. The criterion levels specified in three of four objectives in this area were met and exceeded. Only at grade levels seven and eight during the first semester did the number of contacts made fall slightly under the number required to meet the criterion. As the number of contacts made was so slightly below the number specified, no specific recommendation is offered at this time.

Family Process Objective

VII A 1. Near the end of the project year parents of identified Chapter I students will respond positively to project activities.

DOCUMENTATION: summary of responses obtained by the Department of Evaluation and Research on the parent questionnaire.

Results of the parent questionnaire may be obtained by consulting the Report of Evaluation, Chapter I Parent Involvement Component, dated July 25, 1983. As parent involvement existed as a separate component during 1982-83, all information pertaining to Chapter I parent activities may be found in this report. Beginning in 1983-84 parent activities will be discussed in both the Chapter I Reading and Math reports of evaluation rather than in a separate report.

COMMENTS

1. Chapter I students displayed gains in vocabulary and reading comprehension between pre and posttesting with the Iowa Tests of Basic Skills and Iowa Tests of Educational Development. Scores on these tests are reported using a metric known as the Normal Curve Equivalent (NCE). This is a scale statistically similar to the percentile rank scale. Further description of the scale may be found in the full report of evaluation for this program. The total population of Chapter I students (grades 2-9) who completed both a pre and posttest achieved a gain of 5.6 NCEs in vocabulary and 7.8 NCEs in reading comprehension. These gains were large enough to attain the criterion specified in the program objectives.
2. Chapter I students attained mastery of over 85 percent of the reading objectives that were introduced to them through individual educational plans.
3. Data submitted indicated that Chapter I teachers exerted a considerable amount of effort in contacting parents of the students they served. Beginning in the 1983-84 school year, Chapter I teachers will assume additional responsibilities in the parent involvement area as the separate component previously handling some of the activities ceases to exist.
4. During the 1982-83 school year, class lists, attendance records and parent contact data was entered into the Chapter I computer data base for the first time. While a few problems in data output occurred, it appears that the majority of these have been solved. During the 1983-84 school year, the Department of Evaluation and

Research will continue to work with Chapter I staff in an attempt to reduce data entry and output problems and reduce the time required by Chapter I teachers to prepare data for submission.

RECOMMENDATIONS

1. While the gains exhibited by students on the ITBS/ITED during the 1982-83 school year were sufficient to achieve objectives with the criterion level applied to the entire population, variance in the amount of achievement by grade level was observed. The Chapter I staff should examine the variance in achievement levels particularly at grades six, seven and eight where lower gains were noted. Results of this examination should be used in future program planning.
2. The program objective concerning performance of first grade students on the Systematic Approach to Reading Instruction management system should be rewritten to specify an exact number of pre/post tests that students must pass in order to achieve the objective.
3. Attendance data for non-Chapter I students at program buildings should be obtained during the 1983-84 school year. This is necessary in order to compare attendance of Chapter I students to that of non-program students at Chapter I buildings. The Department of Evaluation and Research will insure that this data is obtained at a time when it is easily accessible from the computer.

APPENDIX A

Budget and Expenditures

Elementary Reading *
1982-83

	Budgeted	Expended
General Administration	44,300	40,247
Evaluation	21,163	21,163
Parent Involvement	30,036	18,853
Indirect Charges	31,800	31,800
Professional Salaries 1 Coordinator, 39.25 teachers 827,154 Substitutes 5,062	832,216	830,222
Classified Salaries 1 Secretary	9,840	9,840
Fixed Charges	173,766	173,766
Materials and Supplies	3,200	3,044
Professional Services Inservice Travel for Conferences	2,050	1,708
Telephone	610	502
Mileage	775	222
Total	1,149,756	1,131,367

Total cost per student $707

*Data as of June 27, 1983

SECONDARY READING AND MATHEMATICS *
1982-83

		Budgeted	Expended
General Administration		15,045	13,669
Evaluation		7,188	7,188
Parent Involvement		10,201	6,403
Indirect charges		10,800	10,800
Professional Salaries		333,490	330,990
1 Coordinator 13.5 Teachers	330,990		
Substitutes	2,500		
Classified Salaries .5 Secretary		4,612	4,612
Fixed Charges		71,000	71,000
Materials and Supplies		1,000	917
Professional Services Inservice Travel for Conferences		1,950	1,769
Telephone		610	501
Mileage		995	657
	TOTAL	456,891	448,506

Cost per student $828

*Data as of June 27, 1983

A P P E N D I X B

Principal's Report of Chapter I Supervision

PRINCIPAL'S REPORT OF CHAPTER 1 SUPERVISION

On Coordination of Classroom Teachers' and Chapter 1 Teacher's Instruction

School _____

Date _____

Classroom Teacher	OBSERVATION		Direct Instruction to Chapter 1 Students		JOINT PLANNING		COMMENTS:
	Date	Time	Yes	No	Yes	No	

Due: by December 3, 1982
Public Schools: 1 copy to Executive Director of Elementary Education, 1 copy file
Parochial Schools: 1 copy Sister Jude Fitzpatrick, 1 copy Department of Evaluation, 1 copy file.

38

_____
Principal's Signature

APPENDIX C

Self-Anchoring Attitude Scale

INSTRUCTIONS FOR THE ADMINISTRATION OF SAAS: SELF-ANCHORING ATTITUDE SCALE (TOWARD LEARNING)

INTRODUCTION

The Self-Anchoring Attitude Scale (Toward Learning) is an inventory designed to asress attitudes toward learning of individuals in Grade 5 through adult. SAAS is unique in that each individual is asked to describe the end-points of the dimension under examination -- in this case attitude toward learning. This self-defined continuum is then used as a measuring device with no further verbal cues.

DIRECTIONS

Check that all students have a pencil or a pen and one blank sheet of paper. To get off to a good start, it is suggested to say something like this.

> *"Today I am going to ask you about students who like to learn and students who dislike to learn. I am interested in your ideas. This is not a test. There are no right or wrong answers.*
>
> *Not all students are the same. You may feel that some enjoy learning more than others. You may know students who like to learn and students who do not like to learn. Without saying anything to each other, spend the next 3-5 minutes thinking of what you would say about students who like to learn. To help you remember your ideas, write them down on the sheet of paper in front of you."*

Allow 3-5 minutes for the students to complete this. When you are satisfied that they are finished, ask them to spend the next few minutes thinking of what they would say about students who dislike to learn. They can use the other side of the paper to jot down their ideas.

When they are finished, distribute the SAAS form to each student with the "ladder" side showing. Ask them to write their ideas for "Students Who Like to Learn" at the top of the page in the space provided and their ideas for "Students Who Dislike to Learn" at the bottom of the page.

After all students have finished writing, say to the students:

"At the left side of your paper is a picture of a ladder. Your description of students who like to learn is located at the top of the ladder and your description of students who dislike to learn is at the bottom.

You may be at the top of the ladder -- that is, a student who likes to learn. Or you may be at the very bottom of the ladder -- a student who dislikes to learn. Quite possibly you are somewhere in between those who like to learn and those who dislike to learn.

Take your pencil and mark an "X" on the rung of the ladder where you think you are right now."

When you are satisfied that all students have finished, ask them to write in their name, school, grade, and the day's date in the space provided above the ladder. Also, have them write in their name in the top right hand corner of the form in the space provided.

Collect all the SAAS forms.

INSTRUCTIONS FOR THE POST-TEST ADMINISTRATION OF
SAAS: SELF-ANCHORING ATTITUDE SCALE (TOWARD LEARNING)

INFORMATION ABOUT SAAS

The Self-Anchoring Attitude Scale (Toward Learning) is an inventory designed to assess attitudes toward learning of individuals in Grade 5 through adult. SAAS is unique in that each individual is asked to describe the end-points of the dimension under examination -- in this case attitude toward learning. This self-defined continuum is then used as a measuring device with no further verbal cues.

DIRECTIONS

Check that all students have a pencil. Return the green SAAS form to the student who is identified on the form. The student's "fall rating" (the ladder having the student's first rating) should not be returned.

After all students have their original copy of the green SAAS form, say to the students:

"Last fall you described students who liked to learn and wrote that at the top of the page. You, also, described students who disliked to learn and you wrote that at the bottom of the page.

Read these descriptions. You may be like the student at the top of the page -- you may be like the student at the bottom of the page -- or you may be somewhere in between those who like to learn and those who dislike to learn.

Take your pencil and mark a X on the rung of the ladder where you think you are right now.

If you would like to write more about students who like to learn or students who dislike to learn, please do so. Write those comments and today's date beside any comments you add.

When you are satisfied that all students have finished, ask them to write their name, school, grade and the day's date in the space provided above the ladder.

Collect all the SAAS forms.

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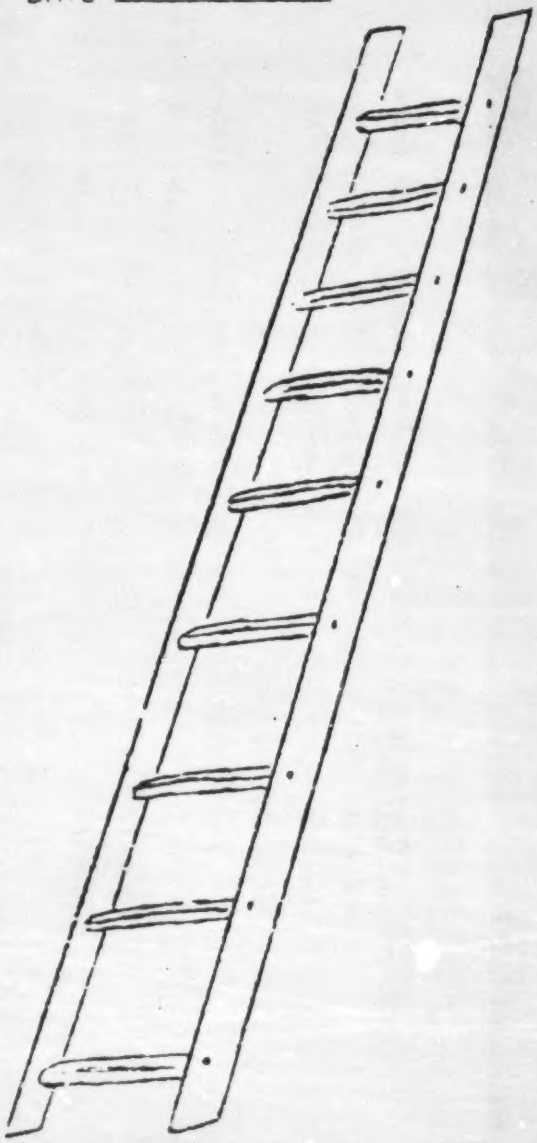
BEST AVAILABLE COPY

NAME _____

SCHOOL _____

GRADE _____

DATE _____



STUDENTS WHO DISLIKE TO LEARN